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NEWSLETTER

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SHIRLEY DUNCAN HUDSON, Editor

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ACLS CONSTITUTION AND BY-LAWS

At its Annual Meeting at Bloomington, Indiana, last January, the Council voted approval of a revised Constitution and By-laws to replace the By-laws adopted in 1947. This action has been ratified by the requisite number of constituent societies, and the new Constitution and By-laws are now in force. They will be included in the *Annual Report* to be published in September.

SUMMER STUDY AIDS IN LINGUISTICS

The Board of Directors of the ACLS, acting upon the recommendation of the Committee on Language Programs, has announced forty-two awards for summer study in linguistics. Funds for these awards were made available by a special grant from the Ford Foundation.

The following awards were made for study at the Linguistic Institute at the University of Michigan, June 23 to August 15, 1958:

Sundar Anantham (University of Michigan); Tommy Ray Anderson (University of California at Los Angeles); David Brooks Arnold (Harvard University); Philip Grether Buehler (University of Pennsylvania); Robbins Burling (University of Pennsylvania); Howard Don Cameron (Princeton University); Ernesto A. Constantino (Indiana University); Joseph Cooper

(Battelle Memorial Institute, Columbus, Ohio); Elaine Elizabeth Douglas (University of Chicago); Alan Dundes (Yale University); J. Newton Garver (Cornell University); Eugene Green (University of Michigan); Silas Griggs (University of Texas); Carol S. Gurolnick (University of Illinois); Barbara Adams Hotchkiss (Reed College); David Hilary Kelly (West Catholic High School for Boys, Philadelphia, Pennsylvania); Colman Wilbur Kraft (Yale University); Robert Moody Laughlin (Harvard University); Sally Virginia McLendon (American University); Marilyn Manley (New York University); James Gerald Markley (University of Wichita); Larry Walker Martin (Georgetown University); Argelia Vélez Martinez (University of Michigan); David Nasjleti (University of Vermont); Sue Carol Nuttall (Bryn Mawr College); Joseph Asher Reif (University of Pennsylvania); J. David Sapir (Harvard University); Harvey B. Sarles (University of Buffalo); Bernard Leon Scholl (Yale University); Barbara Grace Silverman (University of Pennsylvania); Rinaldo Charles Simonini, Jr. (Longwood College); Alan Mark Stevens (Yale University); Henry Julius Sustakoski (Akron, New York); Karl V. Teeter (University of California at Berkeley); Laura Jean Wallace (University of Illinois); Jacqueline Wei (Radcliffe College); John Ulrich Wolff (Yale University); and Valdis J. Zeps (Indiana University).

Charles W. Taylor, Jr. (University of Washington) received a similar award for a program of linguistic study at the University of Washington in the summer of 1958.

UNIVERSITIES IN POLAND

In February of this year President Burkhardt visited Poland as head of a small group sent to interview applicants for the Ford Foundation Exchange Fellowships to the United States and Western Europe. In the course of his fifteen-day stay he interviewed over two hundred instructors and professors in Warsaw, Cracow, Wroclaw, and Posnan. From these scholars he obtained a comprehensive picture of higher education in Poland over the past two decades.*

"The universities are reasonably familiar ground to a Western visitor, and the story of what has happened to them since the war is an interesting one. During the German occupation they were shut down in a very deliberate program of wiping out Polish culture. An underground university was organized by the Poles in Warsaw which gave regular secret courses and seminars for several years. After the war, seven universities were opened up, and almost eighty institutions of higher learning in technical and professional fields were established. Until 1950 the Polish regime was nominally autonomous. In that year, this semblance was abandoned and

* These paragraphs are taken from an article appearing in the *Bennington College Alumni Quarterly*.

a period of outright Soviet domination by a Stalinist government began. During the next six years the universities were radically revamped according to the Soviet pattern. Some idea of what this meant can be derived from a simple enumeration of some of the changes. The faculties of theology were abolished. Philosophy (except Marxist) was eliminated from the curriculum and the professors were dismissed from their posts (though their salaries were for the most part continued). Logic was retained, but political science and economics were permitted to remain only in the orthodox Marxist form. Pavlovian psychology was all that was taught; research in individual psychology was discouraged as of no interest to a state in which the group and the masses were the only important social entities. Child guidance clinics were closed for the same reason, and chairs of English were abolished to discourage interest in the West. Research was separated from the universities and centralized in state-controlled institutes. Faculty appointments, which had been the prerogative of the University Senates (senior faculty), were made by a political committee. In general, political dependability and orthodoxy, or at least a colorless neutrality, was a requirement for a teaching job. The Ph.D. degree was abolished in favor of the Russian model Kandidat Nauk (candidate of science) which involved not only subject matter examinations but examination in Marxist philosophical dogma.

"Since October 1956 most of these 'reforms' have been undone. Chairs in philosophy were reestablished and the professors who had been forced into retirement were brought back. The social sciences are once more being studied as empirical science in the Western sense; the Ph.D. is being restored, as are chairs of English. Young economists who had taken refuge in neutral areas like mathematical logic are back in their own departments. Only theology is still left out in the cold, except at the one institution which is not a state university, the Catholic University of Lublin.

"All of these changes are very deliberate. To a great extent they are a return to the older tradition, but underlying them there seems to be a strong conviction that university training cannot be cast in the mold of Marxist orthodoxy, that it must be left free to develop along lines of inquiry which are objective and empirical in the sense in which these terms are understood in traditional Western European scholarship.

"Academic freedom seems to be completely restored, both in lecturing and publication. I found no professor who felt inhibited in his teaching freedom, though many of them were extremely critical of other conditions in Poland today. Only one exception to the free forum of the classroom was mentioned to me by a professor: a member of the faculty could not with impunity deliver a lecture that was critical of the Soviet Union. 'But,' he said, 'such a lecture is totally unnecessary in a Polish university today.' Then he smiled a little mischievously and said, 'It would be the same with a lecture in praise of the Soviet Union in an American university, no?'"

REGIONAL ASSOCIATES

From several areas come reports of increasing emphasis on the humanities in technical schools.

In its five-year combined arts and engineering curriculum, LEHIGH UNIVERSITY has provided a solution for the problem of the student torn between the sales value of a technical degree and an interest in liberal arts and humanities programs. Under the five-year plan the student enrolls for four years in the College of Arts and Science. After completion of a program which, in addition to his B.A. training, includes the fundamental mathematical, scientific, and engineering subjects of the engineering curriculum of his choice, the student receives his B.A. degree. In the fifth year he enrolls in the College of Engineering to complete the senior year curriculum of his particular branch of engineering. Although Lehigh University has provided this combined curriculum for half a century, enrollments have always been limited. Recently they have expanded dramatically. In the fall of 1957, more than ten percent of freshmen entering the University and nearly half of the freshmen entering the Arts College were enrolled in the program.

The UNIVERSITY OF MIAMI is inaugurating a course for its School of Engineering which is being prepared by the Chairman of the Department of Philosophy. It is to be a six-credit course running through two semesters. The title is to be "Man as an Individual," and its objective is to introduce engineering students to the fields of psychology, religion and philosophy, music, drama, and art, in such a way as to open these areas to the student for personal exploration and satisfaction throughout his life.

An active Great Books program for students, faculty, and townspeople has been instituted at the COLORADO SCHOOL OF MINES. In addition to the usual courses in English, literature, and history on the undergraduate level, the School is offering a graduate course in Science and Humanism.

At SOUTH DAKOTA STATE COLLEGE a new nine-quarter-hour course in humanities is being planned for all students in the Engineering Division for the fall of 1958. The aim of the course will be to give engineers a general education background in the humanities with emphasis being placed on the relationship between the humanities and science. Committees of liberal arts and engineering staff members are developing the course cooperatively.

The MONTANA SCHOOL OF MINES is also moving in the direction of strong humanities requirements for engineers. It is using as a pattern those described in the pamphlet entitled *General Education in Engineering* (1956), prepared by the American Society for Engineering Education.

Under a new dean of the College of Engineering, students at WEST VIRGINIA UNIVERSITY are urged to take at least one course in philosophy.

COLORADO STATE UNIVERSITY (formerly Colorado College of Agriculture and Mechanical Arts) is expanding its course work in philosophy and religion. It has established a language laboratory for students in French, Spanish, German, Italian, and Russian. In addition, the Colorado State University Research Foundation has committed itself to seeking support for research in the field of the humanities as well as in technical fields. There is at present a drive to increase the holdings of the library, particularly in the humanities. A noteworthy part of this project is that the students themselves, as an expression of their interest and confidence in this branch of learning, raised over \$5,000 for the purchase of books. The College of Engineering began a program in the humanities during the winter quarter, starting with a pilot section which is continuing through the spring quarter of this academic year and the fall quarter of the next. Eventually, all engineering students will be required to complete a total of twenty-seven hours in humanities and social sciences for graduation. This program is receiving whole-hearted support from the faculty of the College of Engineering.

For the past two years the development of work in the humanities and social sciences at RENSSELAER POLYTECHNIC INSTITUTE has been entrusted to the General Studies Group, a body which has formulated a basic policy and general curriculum which will ensure an integrated sequence of courses, both required and elective, covering the entire four years of undergraduate work. The sequence is designed to give the polytechnic student a basic groundwork in several liberal arts areas (English, history, and economics) during his first two years and thereafter to allow him, in the upper two years, either to diversify his general education or to study more intensively in an area or in areas of his own choosing. To assist in the implementation of this program, the Carnegie Corporation made a grant of \$100,000 to be spread equally over a period of five years, beginning with the incoming freshman class in the fall of 1957. The Architecture Group at the Institute has on its staff each year as a full-time faculty member an artist of national reputation. It is the belief of the Group that architects and artists have many common problems. The two-fold purpose of this program is to aid the student in his seeing, drawing, and composing, and to support the conviction that within a polytechnic institute the artist has an important role in reinforcing emphasis on the fine arts and on the aesthetic elements in architectural design.

The Department of Humanities at the COOPER UNION FOR THE ADVANCEMENT OF SCIENCE AND ART is responsible for all humanities and social science subjects offered in the School of Engineering and the Art School. In the School of Engineering students are required to take a four-semester, twelve-credit-hour integrated course in the cultural history of Western civilization. The four-semester sequence attempts to organize several of the liberal arts subjects into a single humanistic experience. The arrangement of the materials for study is made so that literature, history, philosophy, religion, social thought, scientific thought, and the fine arts shall

be examined as far as possible in concert with these branches of human thought and action illuminating one another. Teaching materials include literature and audio-visual aids selected from linguistics; imaginative literature; the fine arts—architecture, painting, sculpture, the graphic arts, music, and the theatre; design and applied arts and crafts; history, philosophy and religion; the philosophical implications of the biological and physical sciences; the sociological implications of engineering science; and the social sciences.

One of the Regional Associates has suggested that some space be devoted to educational television, especially to its application to humanistic and social science teaching. In lieu of a systematic survey similar to that prepared for the National Science Foundation, entitled "Science Programs on Television," comments from Regional Associates and other readers of the *Newsletter* might provide useful clues to past achievements and future capabilities, possibilities, and limitations of TV as a teaching and learning medium.

Reports at hand from the Regional Associates record the existence and location of activity ranging from closed-circuit TV for classroom instruction to quiz programs, all involving the participation of scholars. Although they make no attempt at evaluation, excerpts from these reports are included here as a stimulus to further consideration.

The oldest strictly educational TV station appears to have been sponsored by the UNIVERSITY OF HOUSTON. ITHACA COLLEGE, however, has had a major in the field of Radio-Television for sixteen years. The College is now in the process of constructing new studios for this department. In addition to being the outlet for 43 hours of radio programs each week, the station will present five hours weekly of television programs to be distributed over the local commercial cable service to 14,000 viewers. These studios are also available to non-profit organizations wishing to present programs to the public.

At FISK UNIVERSITY several courses have been taught over closed-circuit television, with the Departments of Modern Foreign Languages and Speech and Dramatics representing the humanities in this experiment.

The Saturday Consort, a group in residence at the UNIVERSITY OF PITTSBURGH which gives concerts of baroque and renaissance music using appropriate instruments, has made a series of ten films on "Music and the Renaissance" for the National Educational Television Center at Ann Arbor, Michigan. Scholars in the relevant fields have cooperated in these presentations: three films on Music and Art of Italy, Germany, and the Netherlands (Walter Hovey, Department of Fine Arts, University of Pittsburgh); three films on Music and the Court—the English court of Queen Elizabeth I, the German court of Maximilian I, and the Burgundian court of Philip the Good (George Fowler, Department of History, University

of Pittsburgh); two films on Music and the Church—Roman Catholic Music (Father Thomas Jackson) and Music and the Reformation (Howard Ralston, Pittsburgh-Xenia and Western Theological Seminaries); and two films on Music and Literature (Department of English, Chatham College).

The National Educational Television Center has also awarded a grant-in-aid to Lawrence Meyers of SYRACUSE UNIVERSITY. He and his colleagues have prepared a series of twenty programs, "Books and Ideas," which began in January of this year. Through concentrated promotion—libraries, discussion groups, and newspaper and on-the-air announcements—they will attempt to build an audience for educational programs. The degree of success will be determined through existing sampling techniques. The series is also to be shown in some twenty-four other metropolitan areas.

Members of the faculty of the UNIVERSITY OF PENNSYLVANIA participate in three regular television programs: Concept, a half-hour color television program conceived originally as a summer replacement series, features members of the faculty in an exploration of the world of ideas and an interpretation of how the University serves the community; University of the Air, a program featuring book reviews and interviews with authors; and What in the World? In this last series a panel of experts from the University Museum attempts to identify objects selected from the Museum collections.

A number of television productions have been produced through the cooperative efforts of several institutions. One such, supported by the Hill Foundation, is entitled "Area Study of Russia." This local television program is presented two evenings each week by faculty members from the COLLEGE OF ST. THOMAS, the COLLEGE OF ST. CATHERINE, HAMLINE UNIVERSITY, and MACALESTER COLLEGE as part of the Private College Hour.

Last fall the five universities in Washington, D. C. (AMERICAN UNIVERSITY, CATHOLIC UNIVERSITY OF AMERICA, GEORGETOWN UNIVERSITY, GEORGE WASHINGTON UNIVERSITY, and HOWARD UNIVERSITY) and the UNIVERSITY OF MARYLAND collaborated in a series of six TV programs on the general subject "Know Your Schools," presented in cooperation with the Washington outlet for the National Broadcasting Company. Although other NBC stations focused their treatment on other aspects of the overall topic, the Washington station, using the title "The 25th Semester," emphasized college and university education and looked forward to 1970 when "Johnny," now beginning school, would be entering college. The successive programs included introductions to the six universities and discussions of scholastic problems, the problems of teachers, facilities, research, and the students themselves. The preparation of these programs alone required at least five periods of several hours each during which the representatives of the several institutions brought joint action to a common problem.

A television station in Lancaster, Pennsylvania, with its affiliated stations in York, Wilkes-Barre, and Reading, originates programs that can be viewed by each of the thirty college groups in the area. This station produces College of the Air, a project now in its fifth or sixth year. These half-hour programs are presented five mornings a week during each semester. Faculty members from LYCOMING COLLEGE and SHIPPENSBURG STATE TEACHERS COLLEGE, for example, approached the problem of "Going to College." ELIZABETHTOWN COLLEGE presented a number of aspects of "Problems of Personal Finance." GETTYSBURG COLLEGE concentrated on "The Gettysburg Panorama." A panel of specialists from FRANKLIN AND MARSHALL COLLEGE discussed informally books from the current publishing season; while faculty members from WILSON COLLEGE AND LEBANON VALLEY COLLEGE considered "Man's Search for an Answer."

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